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ABSTRACT

The purpose of this project was to provide trained, indigenous, paraprofessional instructors who deliver prescribed reading instruction in homes to those disadvantaged adults who would not or could not participate in other adult education programs. This report is divided into two major sections: program summary and Appalachian Adult Education Center (AAEC) evaluation design. The program summary presents a narrative of the major activities and concepts of the Right to Read projects and discusses project sites, staff development, recruitment, diagnosis and prescription, materials and methods, retention and motivation, and coordination of services. The section on AAEC evaluation design discusses the overall evaluation, two evaluations of 1973-74 data, and evaluation data of reading grade levels by groups. (WR)

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ANNUAL REPORT

APPALACHIAN COMMUNITY BASED RIGHT TO READ PROJECT

Project No. A052157A

Grant No. OEG-0-72-4939

Appalachian Adult Education Center
Bureau for Research and Development
Morehead State University, UPO 1353
Morehead, Kentucky 40351
(606) 784-9229 (606)783-3111

George W. Eyster, Executive Director

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

RIGHT TO READ EFFORT
(PUBLIC LAW 92-318, TITLE III, SECTION 303)

CS 001 715

REPORT SUMMARY

PROGRAM: APPALACHIAN ADULT EDUCATION CENTER RIGHT TO READ COMMUNITY BASED PROJECT
Morehead State University, Morehead, Kentucky

SITES: SIX: 4 Rural, 2 Urban (Kentucky and Ohio)

RECRUITING: PERSONAL: Family, Friends, Door-to-door, and Interagency Referral to personal

LOCATION: HOMES of disadvantaged adults

INSTRUCTORS: 12 paid, indigenous, trained paraprofessionals

STAFF TRAINING: Pre- and inservice staff (local site professionals and AAEC staff)

SUPPORT: Learning Center coordinators, reading resource persons, and AAEC staff

MATERIALS: Multiplicity of local learning center resources including public libraries
Special collections of AAEC life/job coping skills materials

ETHNICITY: 336 White, 10 Black, 3 Asian

ADULT STUDENTS: 349 students (and their families) isolated physically and socially from education

RETENTION: 73% plus 6% passed GED, 2% occupation, 3% health, 4% moved
12% drop-out

INSTRUCTION: 1.4 hours per week in basic and coping skills materials plus greatly increased independent study

DATA ANALYSIS: 264 students, out of the 349, are included in the following data analysis:
Group A—Pre-post test below 4.0 reading grade level
Group B—Pre-post test above 4.0 reading grade level
Group C—Pre-test only below 4.0 reading grade level
Group D—Pre-test only above 4.0 reading grade level

DEMOGRAPHIC:

Group	Median Age	Median Grade Completed	Sex Male	Sex Female	Median Family Size	Employment Employed	Employment Unemployed	Employment Housewife	Employment ?
A	26.2	3.8	60%	40%	3.8	40%	60%	0%	0%
B	26.9	9.1	9	91	4.3	23.4	20.7	55.9	0
C	45.6	2.7	39	61	4.0	16	47	29	8
D	26.4	8.8	24	76	3.7	38	14	39	9

ACHIEVEMENT:

Group	*Median Elapsed Months	Median Months Gained
A	7.5	9.50
B	7.6	8.72
C	3.9	No Posttest
D	3.3	No Posttest

*Elapsed Months are number of months between the pre- and posttests or, in groups C and D, the number of months between pretest and end of program year or exit date.

Cost Per Student = $171 per family

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INTRODUCTION

The Appalachian Adult Education Center, located at Morehead State University, was funded by the National Right to Read Effort to conduct a continuation of the Appalachian Right to Read Community Based Project, September 1, 1973, to August 31, 1974, Grant No. OEG-0-72-4939.

In compliance with Right to Read Community Based Sites, "Information Memorandum # 10, Right to Read Final Reports", dated June 14 and received from Dr. Ruth Love Holloway, Director, Right to Read Effort, the annual report which follows presents, in summary, the information and data requested.

The Project Purpose

The purpose of the project was to provide trained, indigenous, paraprofessional instructors who deliver prescribed reading instruction in homes to those disadvantaged adults who would not or could not participate in other adult education programs.

The program proposed to provide basic skills instruction to 200 educationally deficient Appalachian adults and their families. Three hundred forty-nine families were served.

Rationale

The design and organization of the project were predicated upon the experiences of the AAEC during five previous years

of intensive experimentation and demonstration in determining improved practices in adult education.

The specific program purpose and structure were generated from the following considerations: (1) the problems involved in reaching and recruiting the most undereducated and deprived of the population, the stationary poor, and the failure of existing programs in reaching and serving the severely isolated Appalachian; (2) the geographic isolation of much of the target area; (3) lack of transportation for the disadvantaged; (4) lack of time because of job or family responsibilities; (5) lack of self-confidence and confidence in the community because of past experiences of failure, fear, and frustration, or any number of other problems that accompany disadvantagement and that increase the client's social isolation; (6) need for interagency cooperation to provide supportive services and assist in the promotion of and recruitment into literacy programs; (7) the critical shortage of trained adult educators; (8) the fact that the most deprived cannot or will not take advantage of learning opportunities in centers; and (9) the model successfully used in other professions of sub-skilled or sub-professional aides working under trained professionals.

Objectives

Broad Objectives. The following were the general objectives of the Appalachian Right to Read Community Based Projects:

(1) To demonstrate efficient delivery of individually prescribed reading instruction to isolated rural Appalachian adults and their families, including preschool children, as a vital part of their total

education.

(2) To conduct specific pre-service and in-service training of professional, associate or paraprofessional, and volunteer staff members.

(3) To provide reading instruction for adult students to at least the level of high school equivalency focusing upon those adults who are isolated from services and who are illiterate or functionally illiterate.

Specific objectives. The specific program objectives listed below were developed at each local site, guided by the AAEC general objectives. These objectives combine Right to Read objectives with AAEC community education objectives. The combination seems most appropriate since it promotes a major thrust of the Right to Read Effort: the coordination of services and resources among the agencies and institutions that serve undereducated adults. The Appalachian Right to Read Community Based Projects have been closely linked with the four AAEC community education demonstration projects and one public library project.

Objective 1: To develop a demonstration county-wide learning Center facility offering individually prescribed instruction in reading to the eighth grade level for out-of-school youth and adults.

Objective 2: To provide paraprofessional teachers working out of the learning center under the supervision of a professional for home reading instruction of rural and urban isolated adults.

Objective 3: To coordinate the learning center-home study model with a developing public community school.

Objective 4: To provide instruction in reading readiness activities to the adult students who are parents of preschool children.

Objective 5: To develop a mass-media support component of the learning center-home study model.

Objective 6: To determine the effectiveness of adult basic education home study as a route in recruiting adults to recurring education in the community school.

General Methodology

The AAEC has systematized the development of local project programs by: (1) identifying project sites in cooperation with state departments and local decision makers; (2) establishing a mutual agreement among all concerned with local program objectives and work statements; (3) initiating local subcontracts; (4) introducing revised data collections systems; (5) identifying and training professional and paraprofessional staffs through pre-service and continuous in-service training; (6) monitoring all projects; (7) coordinating and linking the Right to Read home instruction model with the efforts of the state departments of education, the local school districts, Morehead State University's Department of Adult, Counseling and Higher Education, and with other AAEC projects (a demonstration of specialized p[illegible] library services for disadvantaged adults; demonstrations of community education; and a televised GED preparation series); (7) collecting and analyzing data, logs and reports; and (8) evaluating local programs and the total program.

The Scope of Work

The proposed scope of work has been completed. The PERT Plan of Action illustrating the scope and detail of the proposed work follows.

This Report

This report is divided into two major sections:

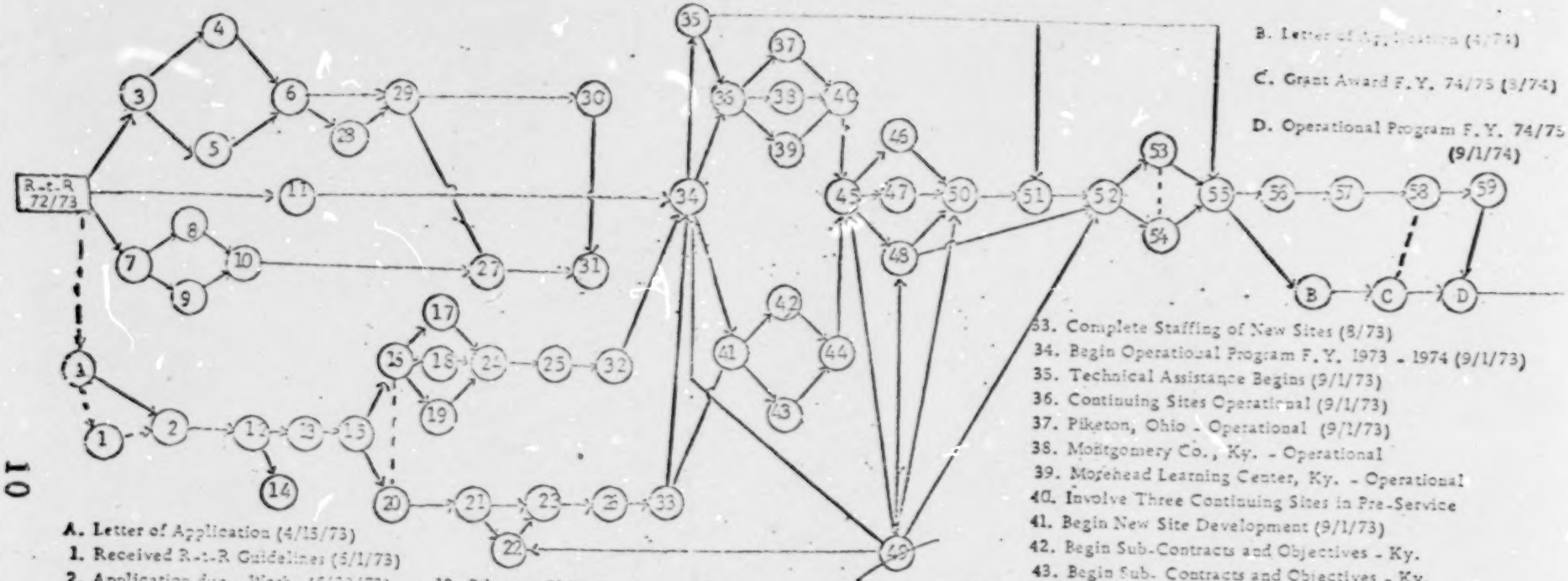
(1) program summary, a narrative of the major activities and concepts of the Right to Read Projects;

(2) AAEC evaluation design, data on clients' reading grade level scores and demographic data; and

The program summary which follows discusses seven aspects of the Right to Read home instruction projects:

(1) project sites
(2) staff development
(3) recruitment
(4) diagnosis and prescription
(5) materials and methods
(6) retention and motivation
(7) coordination of services

PERT-Plan of action illustrating the scope and detail of the proposed work



A. Letter of Application (4/15/73)
1. Received R-t-R Guidelines (5/1/73)
2. Application due - Wash. (6/29/73)
3. Began R-t-R Evaluation (4/73)
4. Final Report Part I (6/8/73)
5. Final Report Part II (7/31/73)
6. Complete Evaluation
7. Begin Final Reports (4/73)
8. Montgomery County, Ky.
9. Piketon, Ohio
10. Complete Final Reports (7/15/73)
11. Continue M.S.U. Program
12. Grant Award Notification (5/1/73)
13. Negiotate Grant Award (5/15/73)
14. External Evaluation
15. Begin Project Design
16. Continuation Sites
17. Montgomery Co., Ky.
18. Piketon, Ohio
19. Morehead Learning Center, Ky.
20. New Sites
21. Contact State Department of Education (7/73)
22. Site Identification (8/73)
23. Contact Local School Districts (8/73)
24. Complete Staffing (8/73)
25.
26. Develop objectives & Design (8/73)
27. Begin AAEC Final Report
28. Guidelines for Final Report
29. Submit Evaluation to USOE
30. Final Report R-t-R for Summer (8/73)
31. Complete and Submit AAEC Final Report to USOE
32. Complete Sub-Contracts for Continuation Sites (8/73)
33. Complete Staffing of New Sites (8/73)
34. Begin Operational Program F.Y. 1973 - 1974 (9/1/73)
35. Technical Assistance Begins (9/1/73)
36. Continuing Sites Operational (9/1/73)
37. Piketon, Ohio - Operational (9/1/73)
38. Montgomery Co., Ky. - Operational
39. Morehead Learning Center, Ky. - Operational
40. Involve Three Continuing Sites in Pre-Service
41. Begin New Site Development (9/1/73)
42. Begin Sub-Contracts and Objectives - Ky.
43. Begin Sub. Contracts and Objectives - Ky.
44. Complete Sub-Contracts and Objectives - Two New Sites
45. Begin Pre-Service Training for Paraprofessionals (9/73)
46. Materials
47. Methods
48. Data Collection
49. Linkage with AAEC - 3096 KET/GED
50. Complete Pre-Service
51. Continuous In-Service (9/73 thru 1/74)
52. Begin Interim Report (1/1/74)
53. Budget
54. Program
55. Complete Interim Report (2/74)
56. Change Designs
57. Submit Site Final Reports to AAEC
58. Terminate All Site Activities
59. Complete AAEC Final Report to R-t-R (8/31/74)

B. Letter of Application (4/74)

C. Grant Award F.Y. 74/75 (8/74)

D. Operational Program F.Y. 74/75 (9/1/74)

PART 1

PROGRAM SUMMARY

Project Sites

The following table shows: (1) the location of each project; (2) whether the site is urban or rural; (3) whether the project is a continuation project (operational in 1972-73 and in 1973-74) or begun in this project year (operational in 1973-74); (4) the community base from which the Right to Read instruction is offered; (5) the project director; and (6) the paraprofessionals.

TABLE A

SITES OF 1973-74 APPALACHIAN RIGHT TO READ COMMUNITY BASED PROJECTS

PROJECT SITE	RURAL OR URBAN	1972-73 or 1973-74	COMMUNITY BASE	PROJECT DIRECTOR	PARAPROFESSIONALS
ASHLAND, KENTUCKY Ashland Public Schools	Urban	1973-74	Community School	Karen Moore	Jean Alley Ula Utley Mable Runyon
FLOYD COUNTY KENTUCKY Floyd County School System	Rural	1973-74	ABE/Public Library Program	Roland Jones	Edna Hunter Ocie Shepard
MONTGOMERY COUNTY KENTUCKY Montgomery County Community Schools Mt. Sterling, Kentucky	Rural	1972-73 1973-74	Community School	Don Patrick	Elwood Shoemaker Carol Stafford
OWENSBORO, KENTUCKY Owensboro Public Schools	Urban	1973-74	Community School	Billy Chandler	Colleen Clark Gyneth Taylor
PIKE COUNTY, OHIO Scioto Valley Local School District Piketon, Ohio	Rural	1972-73 1973-74	Community School	Max Way	Etta Armstrong Janet Bapst Glenna Williams
ROWAN COUNTY KENTUCKY Morehead Adult Learning Center Department of Adult, Counseling, and Higher Education Morehead State University Morehead, Kentucky	Rural	1972-73 1973-74	Adult Learning Center	Mike Curtis	Virgie Littleton Donna Reynolds

Staff Development

The paraprofessional home instructors are successful adult learners who have completed the adult basic education program and who are longtime residents of the service area. As former ABE students, they act as models for their clients, and as members of the community, they can establish the rapport and trust that are necessary in reaching the severely disadvantaged.

Potential paraprofessional instructors--observed and identified during their program involvement as students--with the necessary qualifications are then trained, along with their reading resource persons, during pre-service and in-service workshops. Training includes methods of diagnosis, prescription, materials, evaluation, and dealing with adult learners' problems.

Training is continuous through the monitoring activities of professional AAEC staff members. At each monitoring visit, AAEC staff members (Sharon Moore, Reading Specialist; and C.J. Bailey, Training and Learning Center Specialist) meet with project staff to introduce new ideas, new materials, and to help with problems.

AAEC project staff members receive further training in graduate courses in reading and in adult education through the Department of Adult, Counseling, and Higher Education at Morehead State University. AAEC staff members also attend and participate in national reading and adult education conferences, where they disseminate, both formally and informally, information about the Appalachian Right to Read

Community Based Centers.

The paraprofessionals presented their home instruction program before a meeting of the AAEC's Advisory Board, which consists of state directors of adult education and leaders in the fields of adult basic education and public library services for disadvantaged adults.

Some home instructors also participated in the 1974 national ABE conference in Louisville.

The training sessions pointed to the need for a fingertip reference home instruction paraprofessionals could use in working with their clients. To meet this need, the AAEC reading specialist and the director of the Ohio project developed a handbook based on their professional knowledge and on experiences in the Ohio project. The handbook can be used by paraprofessionals in the 1974-75 projects. (One draft copy of the handbook was sent to the Right to Read offices with this report.)

Recruitment

In all six Right to Read projects, the home instructors recruit many of their own clients among relatives and friends; present and former clients recruit friends, neighbors, and relatives; and in all six, recruiting is an interagency referral effort.

Right to Read projects based in community education systems have obtained lists of potential clients from surveys of community needs and interests done by the community school. The post office, mental health, and public assistance agencies

have also been helpful in providing names of potential clients.

Many adults who need instruction but who are mobile enough to participate in classroom or learning center instruction are recruited to those programs. Those who receive home instruction are adults at all levels below twelfth grade who are too isolated--geographically, socially or both--to seek instruction outside their homes.

Continuing projects in their second year did not need to actively recruit. They had waiting lists from the previous project year of people who wanted home instruction.

The AAEC attributes the success of recruitment to home instruction to a combination of three factors: (1) personalized recruitment by local, former ABE students who are sensitive to the needs of potential clients; (2) successful students, "satisfied customers," who recruit friends and relatives; and (3) the effectiveness and convenience of the instruction to the potential client.

Diagnosis and Prescription

Both diagnosis and prescription are highly individualized.

Diagnosis. Paraprofessionals diagnose individual student needs and prescribe programs under the supervision of a professional resource person--a reading specialist and/or learning center coordinator.

Many of the adult students receiving reading instruction are nonreaders and heads of households. All of the adult students are diagnosed before receiving instruction. The

Test of Adult Basic Education (TABE) is the instrument recommended to sites and used for diagnosis in nearly all cases. Complementary locator tests and informal inventories are also used for immediate placement.

Prescription. After an analysis of the results, a reading prescription is developed for each student, which includes adult interest and life coping skills materials. Many prescriptions include materials designed for the disadvantaged adult with unique and immediate family problems, since family problem solving often must take place before basic skill learning is possible.

Materials and Methods

The materials and methods used with Right to Read home instruction clients vary depending on individual needs, and change with the client as he makes progress or as new needs arise. Some general practices are described below.

Materials. One of the advantages of working cooperatively with an existing ABE learning center is access to a large and diversified collection of curriculum materials.

The ABE home instruction programs, based on "self-guided individualized instruction," use a wide variety of programmed and other self-directed study materials. Most of the materials are "soft-ware": workbooks, programmed texts, study and drill units, multilevel kits, and other duplicated or printed materials. Most have accompanying self-checking devices or answer keys which allow students to have immediate

reinforcement or checks. Some audio-visual materials, mostly tapes, are used in the home instruction program, but costs for materials and equipment limit wide usage of audio-visual materials.

Home instruction aides have access to collections of paperback books, magazines, newspapers, pamphlets, and life coping skills materials that can be left in the home for pleasure reading or problem solving. In addition to the collection of instructional and reading materials, the aides also have access to:

placement inventories and informal tests with directions and answer keys;

teacher guides and manuals for all instructional materials;

answer keys for study units;

progress checks, unit tests, and their answer keys;

multilevel achievement test batteries with manuals and keys for checking student growth and diagnosing learning difficulties;

scope and sequence charts or annotated lists of available materials for selecting instructional materials;

enrollment and other student data forms;

reporting and referral forms;

list of supportive agencies and resources indicating services provided;

pencils, paper, student record books, and other materials;

requisition forms or materials check-out sheets;

student record folders;

AAEC Life Coping Skills Kits containing easy to read pamphlets for everyday problem solving, e.g., family planning, health, nutrition, safety; (See Appendix B.)

AAEC Pre-school Kit containing reading readiness and leisure activities for children ages 2-5; (See Appendix B.)

Materials collated into special kits are those identified by the AAEC as helpful in meeting the information needs of disadvantaged adults in life, job, and family coping skills. Most students prize and protect their study materials. Since many of the homes served have few if any reading materials, the life coping skills materials and pre-school materials are welcomed as sources of leisure reading and help in personal problem solving.

A number of factors govern the appropriate selection of materials for the individual student:

- the expressed interests and goals of the student;
- the student's functioning level in reading and other skills;
- the amount of time the student is willing to spend in studying;
- the number of visits the aide will make per week and the length of the home visit;
- the diagnosis and assessment of student need and progress made by the paraprofessional and his professional supervisor.

Many homebound students spend large amounts of time studying and reading and need additional drill and reinforcement materials. Their weekly progress in self-guided activities is usually limited to assigned units of study which have to be checked for accuracy and growth before going on to higher levels.

One disadvantage of home instruction is increased materials costs. An appropriate set of instructional materials is

required for each student and must be left in the home for extended periods of time.

Methods. The most desirable instructional materials provide for periodic or unit progress checks through assessments administered and scored by the home instructor and the student. Periodic assessments provide for monitoring student progress as well as for diagnosing learning deficiencies. During each home visit, the paraprofessional administers, scores, and records the results of progress check. The students are informed of their progress and review or reinforcement activities are prescribed when the achievement level is below that considered adequate for further learning experiences.

The term "self-guided" implies that the student proceeds on his own throughout the instruction program. This is not entirely true. Most students need help with new concepts, and even the most able experience some difficulty in learning tasks. Perhaps the major functions of the home instruction aide are those of a learning facilitator and learning evaluator.

Adults on low reading levels require increased contact hours with paraprofessionals because they are less able to study independently. Family and peers have been enlisted to help in the absence of the instructor. Some independent activity does take place when low-level students review materials already covered with their instructor, but usually they cannot start any new activity until the instructor returns.

Paraprofessionals must be aware of the clues that indicate students are experiencing difficulty or not enjoying the selection of materials. Quite frequently these clues are nonverbal. Student work may be unfinished or the student may not be home or may not answer the aide's call. Through constant surveillance of student behavior and performance, these problems should be readily detected and solved. Sometimes a change of materials or procedure is appropriate.

Paraprofessionals encountering pre-school children in homes of their clients deliver materials from their kits and demonstrate to parents how to use the materials to help their preschoolers develop "reading readiness." The kits seem to benefit both children and parents. The home instructors report that children show greater interest in reading, and their parents show greater interest in helping their children develop skills.

Staff in-service meetings allow time to improve competencies in working with materials and to review new and difficult materials for possible use.

Retention and Motivation

Retention. Retention rate of the six 1973-74 Right to Read projects was 73%. Ninety-four students (27%) separated from the program. Forty-two persons (12%) were identified as program drop-outs; others left for legitimate reasons. The following table shows reasons, numbers, and percentages for the separations.

TABLE B

REASONS FOR CLIENT SEPARATIONS

Reason	Number	Percentage
Passed the GED	21	6
Moved	13	4
Health	10	3
Lost Interest	9	3
Occupational	8	2
Other	33	9
TOTAL	94	27%

Motivation. Retention rates seem to increase with: (1) initial, informal counseling to determine student needs; (2) meeting immediate student needs; (3) formal and informal diagnosis of problem area; (4) prescription of a plan of study according to weaknesses discovered in the diagnosis; (5) building upon the strengths discovered in the diagnosis; (6) continuous instruction in the home with telephone backup; (7) on-going evaluation by testing and observation by para-professionals; (8) providing the student with immediate goal achievements; (9) showing personal interest and concern in the students'problems; (10) making adjustments in the prescribed program if the problem is an instructional one.

Coordination of Services

The AAEC has traditionally listed interagency coordination among its priority objectives and activities. Resources provided by other agencies have exceeded AAEC inputs in virtually all AAEC projects. The systematic involvement of state departments of education and local agency decision-makers in selecting sites and in developing objectives has generated strong commitments and resources for AAEC projects.

Coordination and cooperation have been essential to the development and success of the AAEC Community Based Right to Read program at each site. Local school districts have provided program management, accounting, facilities, and bases of operation for the home instructors.

Adult education units of the state departments of education, in cooperation with local school districts, have provided the resources of local adult learning centers, special resource teachers, materials, equipment, and professional guidance and support to the Right to Read paraprofessionals. Linkages have been made with a variety of community agencies for the purposes of client identification and client referral as needs are recognized.

In four sites the Right to Read program is carried out in conjunction with developing community education programs of the local school districts, sponsored by the AAEC. At these sites the Right to Read program represents an outreach of the total community education effort.

One site, Floyd County, Kentucky, was also the site of an AAEC Library-ABE coordination project which acquired special

materials and developed specialized services for disadvantaged adults. Home instruction clients in Floyd County receive the library's easy-to-read coping skills and special instructional materials.

PART 2

AAEC EVALUATION DESIGN

Overall Evaluation

The evaluation design of the AAEC could be termed a "looping evaluation." As each Right to Read site is developed, evaluation is designed for each step. Antecedent or pretest data that needs to be collected is therefore automatically defined. Documentation is designed which will show both whether each step or objective is completed and what happened as a result, i.e., the impact upon the adult learner.

In projects not all variables can or should be held constant, but the AAEC makes a modest attempt at studying the interrelationships among clients, staffs, procedures, materials, facilities, agency interrelationships, and available funding.

Each site has one AAEC professional staff person as its "monitor." An AAEC monitor keeps track of progress and documentation; helps with the practical adjustments always needed in program design; and acts as liaison between outside program components, such as state department, adult education units, and local programs.

Interim reports review progress and isolate problem areas.

Data collection forms and guidelines for reporting data in interim and final reports are introduced as part of the work statement. (Appendix C is a sample work statement.) Paraprofessionals keep logs on individual clients to

note and evaluate observed student changes and application of basic skills.

Two Evaluations of 1973-74 Data

This report presents two independent evaluation approaches: (1) the AAEC evaluation design; and (2) the reading achievement data required by the Right to Read Office.

The AAEC evaluation design presents demographic information and reading grade level gains as reported on the AAEC Right to Read Master Data Collection Form (page 22). That data is presented in the tables and graphs on the following pages.

The "Reading Achievement Data" section reports the individual raw scores required by the National Right to Read Effort. That data is presented in Part 3 of this report.

AAEC Evaluation Design

The tables and graphs below report reading grade level scores for 264 home instruction clients. Student records with incomplete data (new students or students who had not had pre- and post-test TABE's) are not included in this study. Information on all 351 home instruction clients is included in Part 3.

Right to Read
Master Data Collection Form
1973-74

NAME	Age	Date Enrolled this school year	Check if enrolled last school year	Last Grade Completed	Pre- and Post-TABE Grade Level Scores																		Test Date	Other*	Employment Status	Student's Goal	Total Family Size at Home	Race	Total Independent Study Hours	Total* Instruction Hours	Drop-out Date & Reason
					Readies	Math Pre-test	Lang Pre-test	Com-bined	Post-test		Gains		Pre-test		Post-test		Gains		Pre-test		Post-test		Gains								

* If you did not use the TABE, tell how grade level scores were determined.

TABLE 1
GROUP DEFINITIONS

Group	Test		Population	Percent
A	Pre & Post	< 4	10	3.79
B	Pre & Post	≥ 4	111	42.05
C	Pre	< 4	51	19.32
D	Pre	≥ 4	92	34.85
TOTAL			264	100%

TABLE 2
ELAPSED MONTHS BETWEEN PRE & POST TESTS

Elapsed Months	Group A	Group B	Group C	Group D
25+	0%	0%	0%	0%
19-24	20	.9	0	0
13-18	10	3.6	0	1.1
10-12	0	4.5	5.9	2.2
7-9	30	49.6	21.6	17.4
4-6	0	28.8	25.5	26.1
1-3	40	12.61	47.1	53.3
TOTAL	100%	100%	100%	100%
MEDIAN	7.5	7.6	3.9	3.3

TABLE 3
GED COMPLETION PERCENTAGES

Group A	Group B	Group C	Group D
0%	11.7%	0%	3%

TABLE 4
AGE OF STUDENTS

AGE	Group A	Group B	Group C	Group D
70+	0%	0%	7.8%	11%
60-69	0	.9	9.8	1.1
50-59	0	2.7	25.5	2.2
40-49	10	8.1	17.7	5.4
30-39	30	24.3	19.6	23.9
20-29	30	48.7	15.7	45.7
10-19	30	15.3	0	18.5
Missing	0	0	3.9	2.2
TOTAL	100%	100%	100%	100%
MEDIAN AGE	26.2	26.19	45.6	26.4

TABLE 5
SEX OF STUDENTS

SEX	Group A	Group B	Group C	Group D
Male	60%	9%	39%	24%
Female	40	91	61	76
TOTAL	100%	100%	100%	100%

TABLE 6
LAST YEAR COMPLETED IN SCHOOL

Last Grade Completed	Group A	Group B	Group C	Group D
12+	0%	.9%	0%	1.1%
11	0	9.9	2.0	12.0
10	0	31.5	0	19.6
9	10	21.6	2.0	20.7
8	10	25.2	5.9	29.4
7	0	2.7	3.9	9.8
6	0	1.8	3.9	2.2
5	10	3.6	7.8	3.3
4	10	.9	7.8	0
3	20	.9	16.7	0
2	0	0	9.8	0
1	0	0	15.7	0
0	30	0	17.7	0
Missing	10	.9	7.8	2.2
TOTAL	100%	100%	100%	100%
MEDIAN LAST YEAR COMPLETED	3.8	9.1	2.7	8.8

TABLE 7
EMPLOYMENT STATUS OF STUDENTS

Status	Group A	Group B	Group C	Group D
Employed	40%	23.4%	16%	38%
Unemployed	60	20.7	47	14
Housewife	0	55.9	29	39
Missing	0	0	8	9
TOTAL	100%	100%	100%	100%

TABLE 8
FAMILY SIZE OF STUDENTS

Number of People in Family	GROUP A	GROUP B	GROUP C	GROUP D
7+	10%	15.3%	11.8%	9.8%
6	10	9.0	3.9	5.4
5	0	21.6	11.8	9.8
4	40	18.9	11.8	27.2
3	10	22.5	15.7	27.2
2	0	9.9	13.7	9.6
1	30	1.8	7.8	8.7
Missing	0	.9	23.5	4.4
TOTAL	100%	100%	100%	100%
MEDIAN NUMBER OF PEOPLE IN FAMILY	3.8	4.3	4.0	3.7

TABLE 9
RACE OF STUDENTS

RACE	Group A	Group B	Group C	Group D
White	100%	98.2%	88%	97%
Black	0	1.8	10	2
Other	0	0	0	0
Missing	0	0	2	1
TOTAL	100%	100%	100%	100%

TABLE 10
CONTACT HOURS WITH PARAPROFESSIONALS

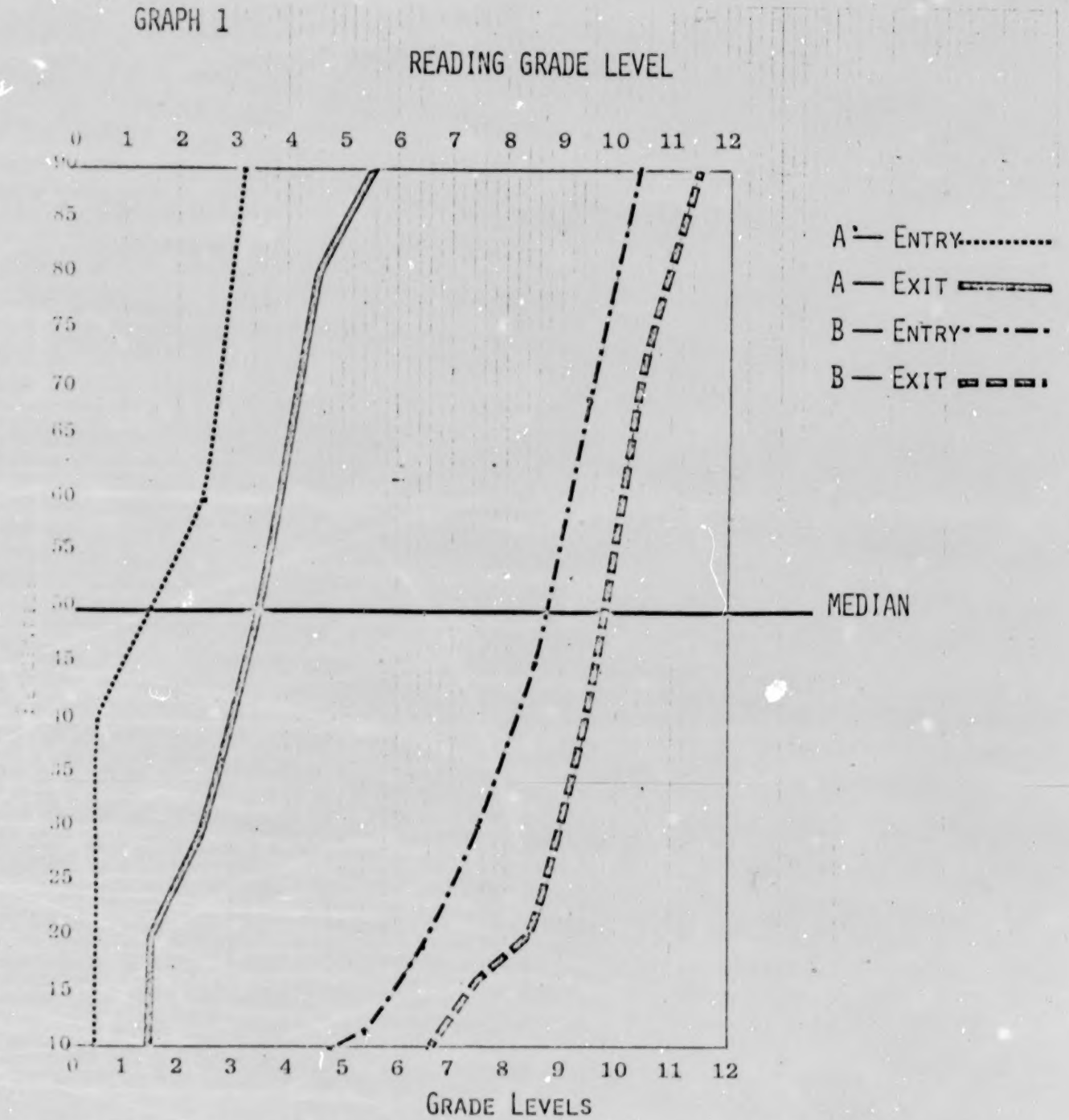
Number of Instructional Hours	Group A	Group B	Group C	Group D
230+	20%	0%	2.0%	0%
180-229	0	0	2.0	0
130-179	0	.9	0	0
80-129	10	.9	0	0
70-79	0	4.5	2.0	0
60-69	0	1.8	0	0
50-59	0	6.3	15.7	2.2
40-49	10	7.4	2.0	2.2
30-39	30	36.9	15.7	10.9
20-29	10	26.1	23.5	16.3
10-19	10	11.7	13.7	27.2
0-9	10	1.8	17.7	32.6
Missing	0	1.8	5.9	8.7
TOTAL	100%	100%	100%	100%
MEDIAN NUMBER OF CONTACT HOURS	36.2	31.6	26.2	14.3

TABLE 11
STATUS OF STUDENTS AT END OF PROGRAM YEAR

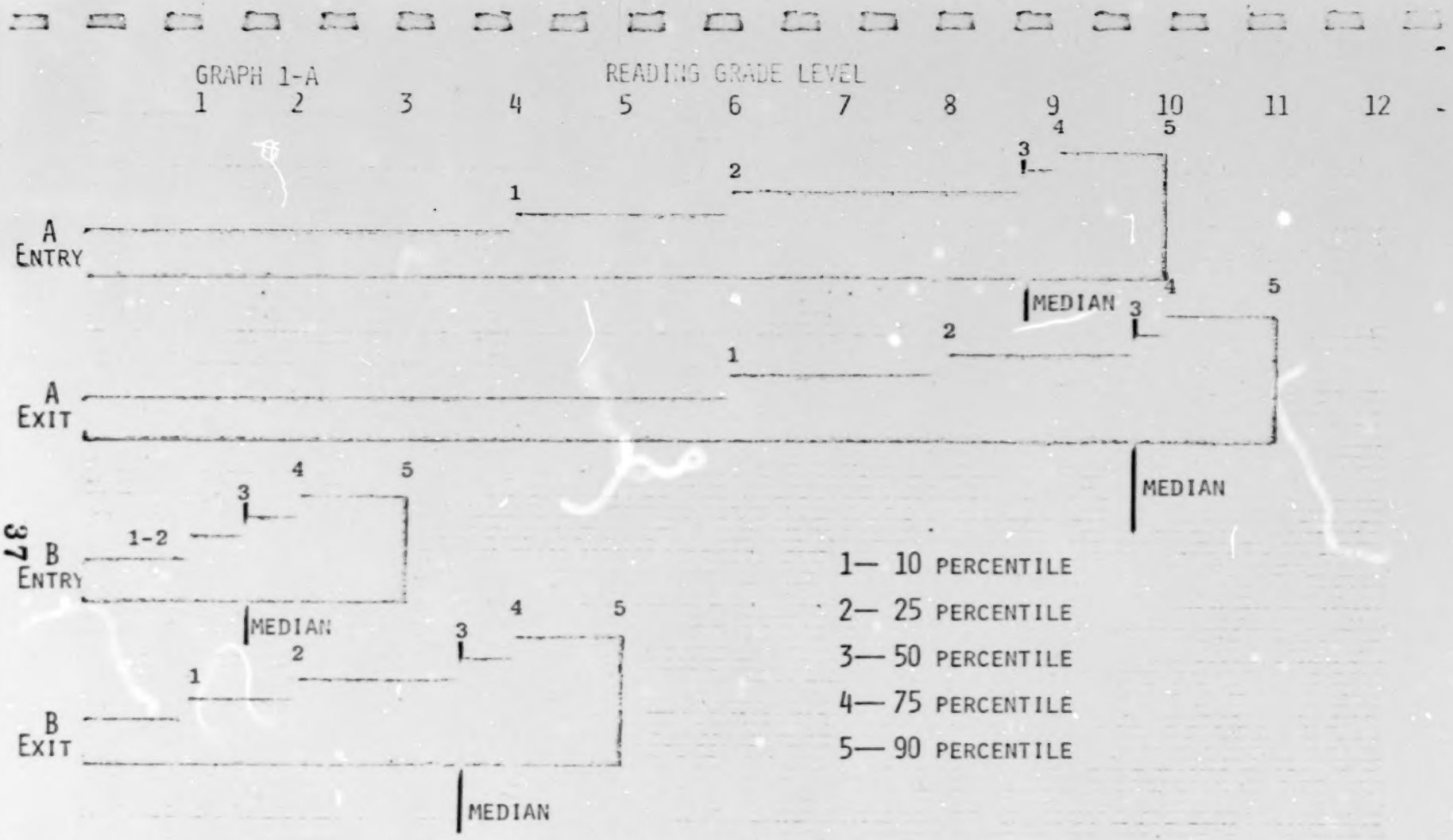
STATUS	GROUP A	GROUP B	GROUP C	GROUP D
Acquired GED	0%	14.42%	0%	5.4%
Exited for Job Reason	0	3.6	2	3.3
Exited for Health Reason	0	.9	6	4.4
Lost Interest	0	0	2	5.4
Moved	0	.9	6	9.8
Other	0	.9	0	6.5
Missing*	100	79.3	84	65.2
TOTAL	100%	100%	100%	100%

*includes all people who remained in the program

GRAPH 1

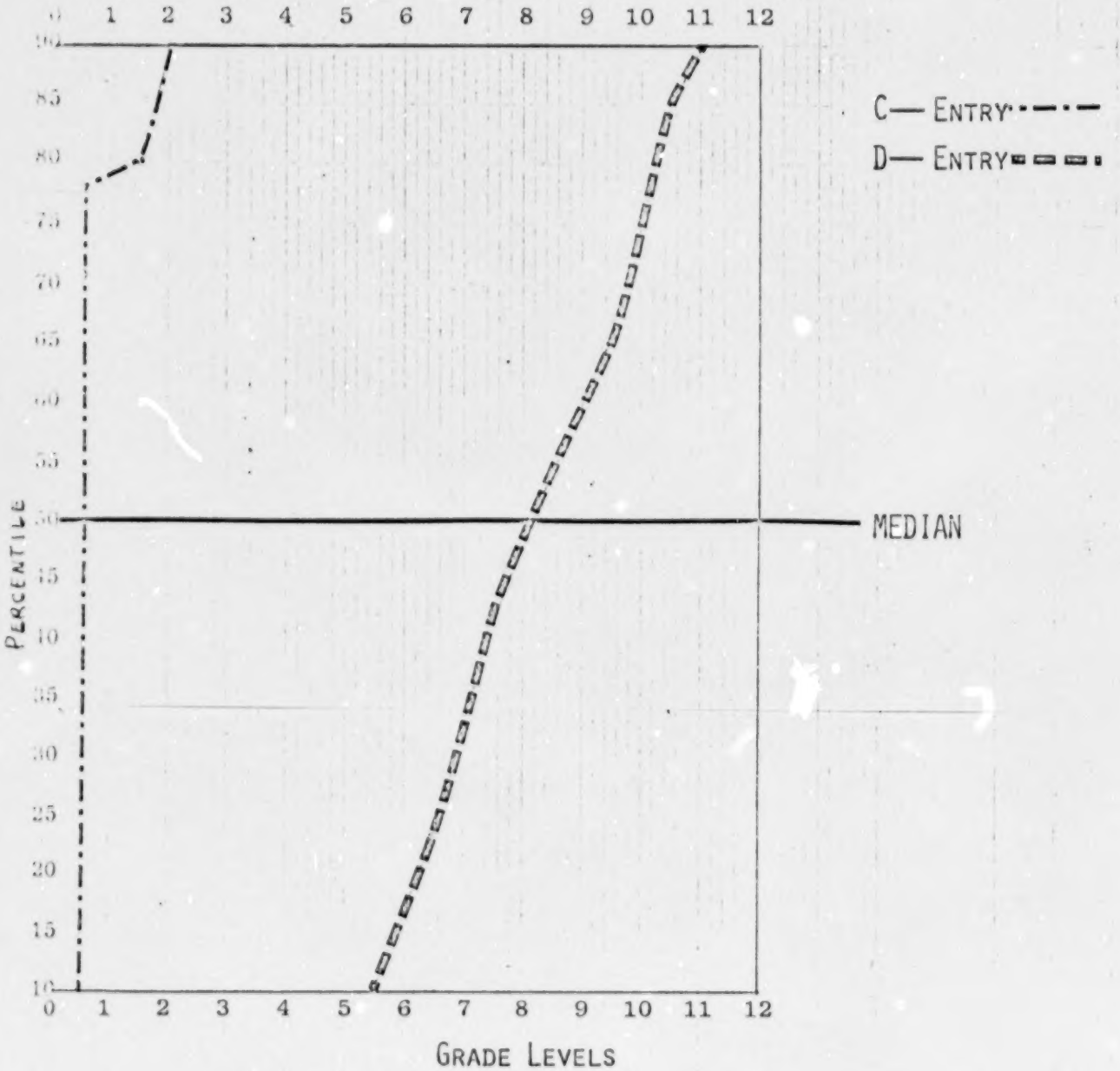


Lines to the left plot reading grade level entry and exit TABE scores for Group A (those entering below 4th grade level). Lines to the right plot group B (those entering above 4th grade level). Median entry score for Group A is 1.5. Median exit score for A is 3.5. Median entry socre for B is 8.7. Median exit score for B is 9.7.



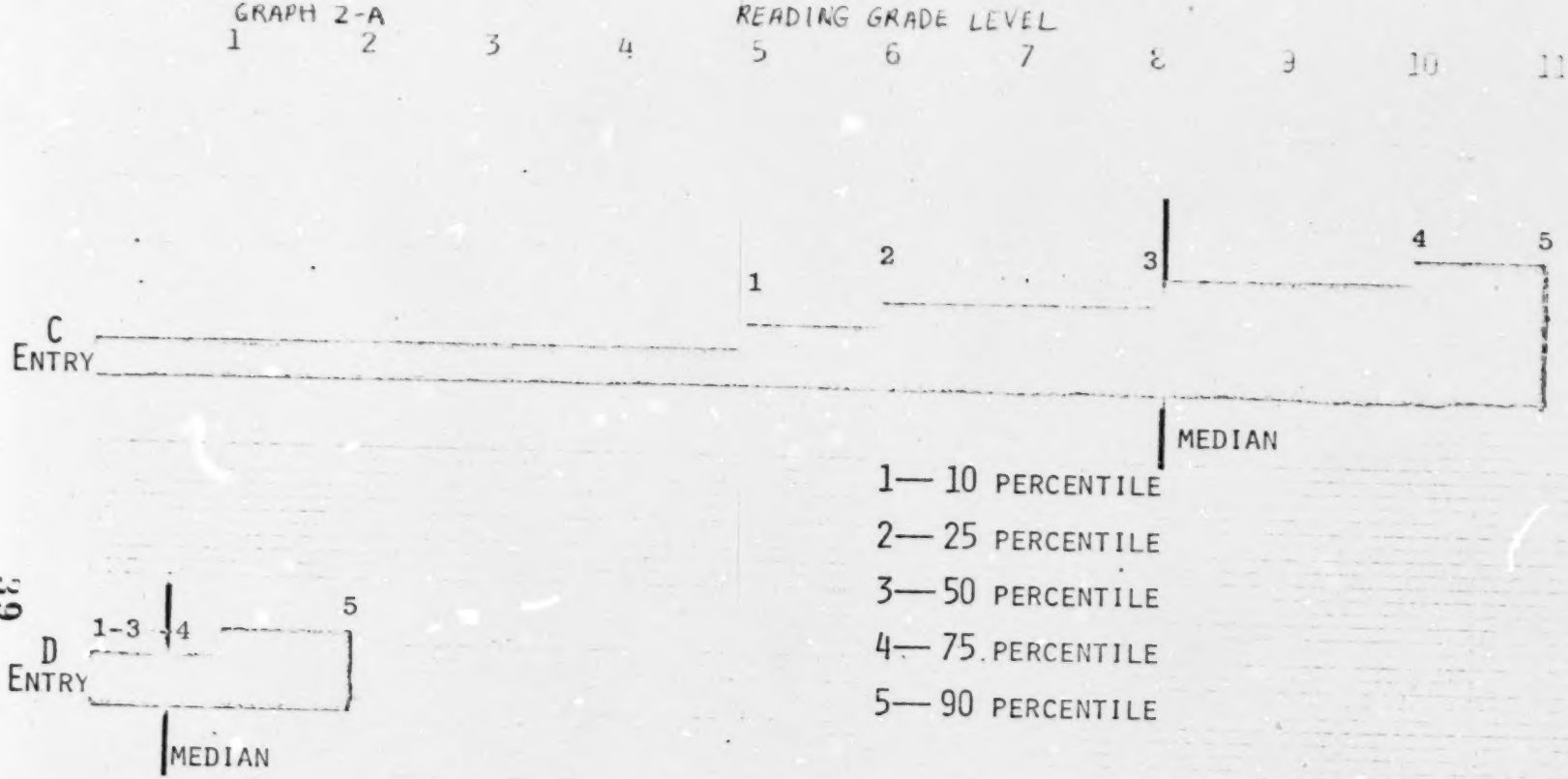
This graph shows the same data as graph number 1.

GRAPH 2 READING GRADE LEVEL



The left line plots entry reading grade level scores for Group C, those entering below 4th grade. The right line plots entry scores for Group D, those entering above 4th grade. Median entry level for Group C is .6; median entry level for Group D is 8.6.

GRAPH 2-A

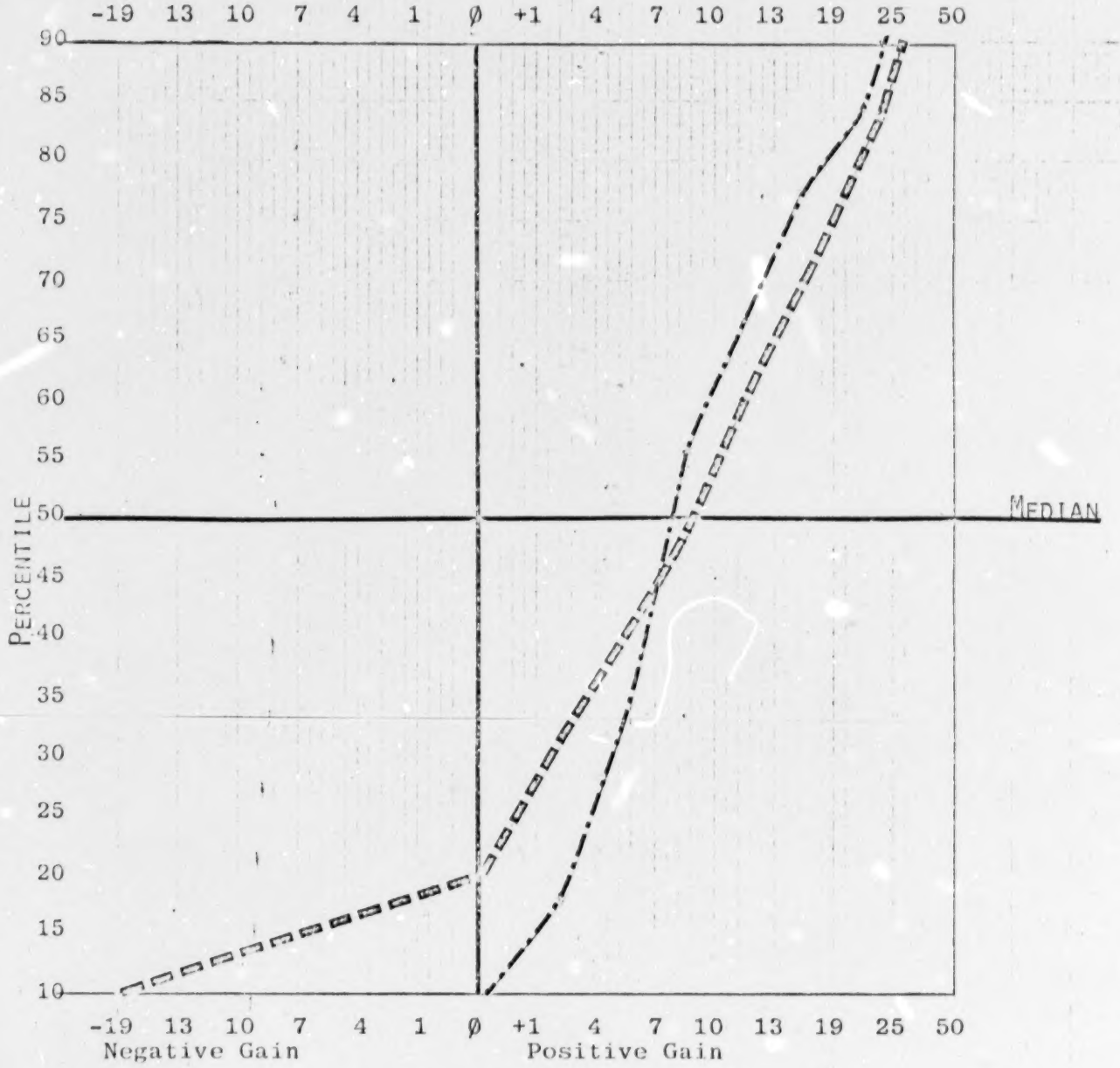


This graph shows the same data as graph number 2.

GRAPH 3 READING GRADE LEVEL GAIN IN MONTHS
(10 MONTHS EQUALS ONE YEAR)

A— BELOW 4.0 MDN 8.72 MONTHS GAIN

B— ABOVE 4.0 MDN 9.5 MONTHS GAIN



The heavy dashed line representing Group A indicates reading grade level gain in months for those entry scores below 4th grade level. Median gain for Group A is 8.72 months. Median elapsed months in the program is 4.2. The small dashed line representing Group B shows a reading grade level gain in months for those with entry scores above 4th grade. Median gain for this group is 9.5 months. Median elasped months in the program is 5.8. Table 2 shows elasped months.

END

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